

SPEECH THERAPY FOR CHILDREN WITH SPECIAL NEEDS

HOW AN EDUCATION ASSISTANT CAN HELP
THEIR STUDENTS ACCESS SPEECH THERAPY
BETTER



Warm Up!

**WHAT IS THE
IMPORTANCE OF
COMMUNICATION
FROM YOUR OWN
WINDOW?**



Seminar Plan

1

Communication impairments

Language impairments

Articulation impairments

Fluency Impairment

Hearing impairment

2

The role of a shadow teacher

3

How to help



Language & impairments

Speech Delay



RECEPTIVE LANGUAGE

1

EXPRESSIVE LANGUAGE

2



Receptive Language Impairments

Difficulty in listening and understanding the language.

- During oral presentations inadequate attention
- Poor listening skills.
- Difficulty following directions.
- Poor memory for information presented verbally.
- Limited receptive vocabulary.
- Difficulty understanding words with multiple meanings
- Difficulty categorizing related words or concept



Expressive Language Impairments

Difficulty with the production of language that adequately represents the child's intended message.

- speaks in words, phrases not concluded sentences
- relies upon gestures to substitute oral language
- uses plurals, pronouns and possessives incorrectly
- has difficulty telling a story or describing an event or a procedure in a logical sequence.
- has limited expressive vocabulary.
- overuses filler words such as um, ah
- avoids speaking in class
- has difficulty interacting with peers or adults.



Articulation impairments

Refers to errors in the production of speech sounds that are not consistent with the child's cognitive and chronological abilities

Guidelines for articulation sound development.

Articulation Guidelines ¹		
As a general guideline, children are expected to produce the following sounds correctly at these ages:		Most common error sounds at these ages:
By age 3 years	p, b, m, w, h	
By age 4 years	n, t, d, k, g, ng	k, g
By age 5 years	f, y, sh, ch	sh, ch, k, g, f,
By age 5 years, 6 months	l, j, v	l, sh, ch, j
By age 6 years	s, z, th and blends e.g., sm, gl, bl, ps	s, l and blends
By age 6 years, 6 months	r	s, r

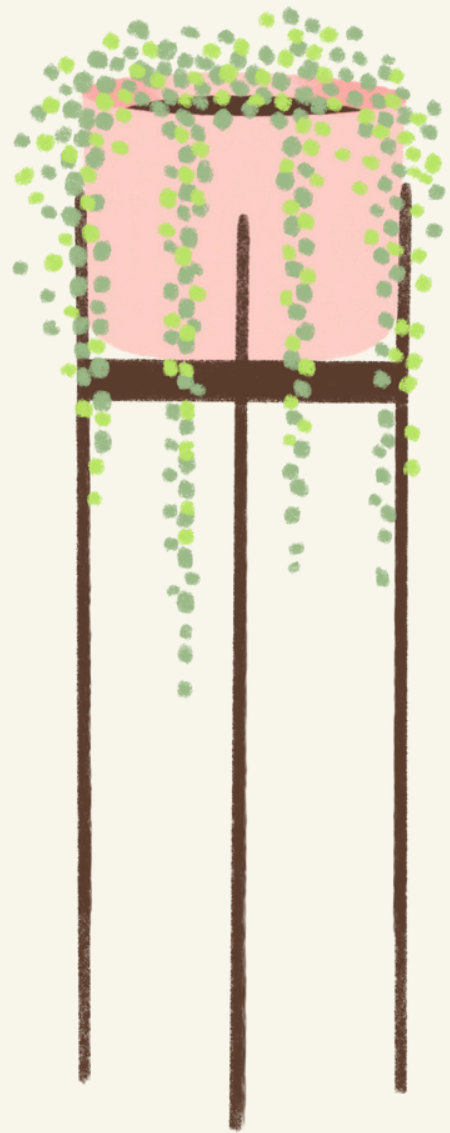
The child,

- is not understood by the teacher or unfamiliar listeners.
- omits, substitutes or distorts sounds.
- is in Grade 1 or higher and difficulty with any sound.

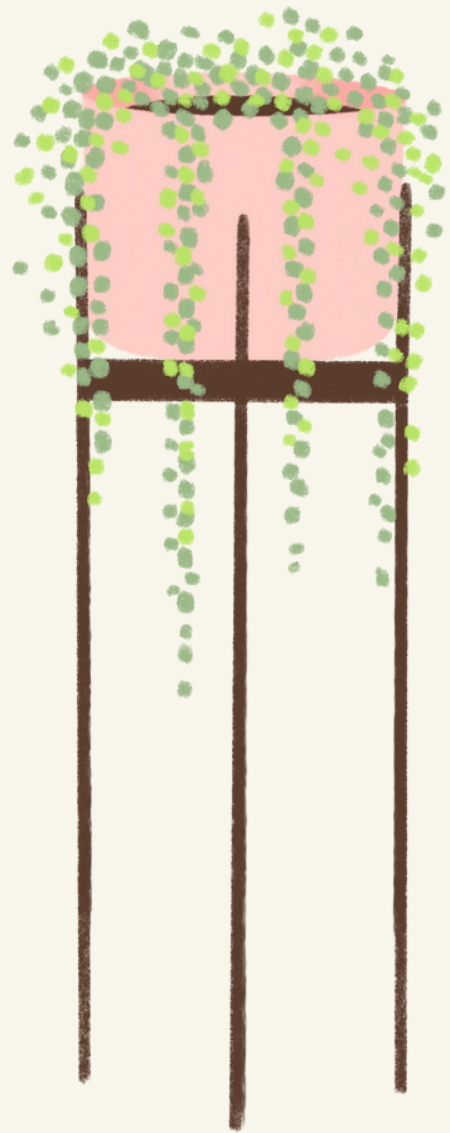


Phonological Impairment

It is the awareness
of sounds and
syllables



Motor Speech Impairment



- **Very difficult to understand their speech.**
- **Have many articulation errors**
- **eg: Verbal Apraxia, Dysarthria**



Fluency Impairment

Commonly referred to as
stuttering.

Stuttering is the disruption in the
flow and rhythm of the speech



The child,

Repeat sounds, syllables or words
Hesitates or blocks when
speaking.

Insert sounds frequently um,ah
Prolong sounds with in words



Hearing impairments

Children with hearing impairment may have mild, moderate, severe, profound, or total hearing loss. The disorder may be in the inner ear or middle ear and fluctuating or progressive.



Hearing impairments

The degree and the type of hearing loss in childhood may reduce the exposure to spoken language, delay the development of speech and language skills.

They may have difficulty in academic success. hearing loss affects listening, reading, writing, speaking, and social skills.



The Role of an Education Assistant



Education assistant 's skills that lead to progress in therapy



Child friendly



Commpassinate

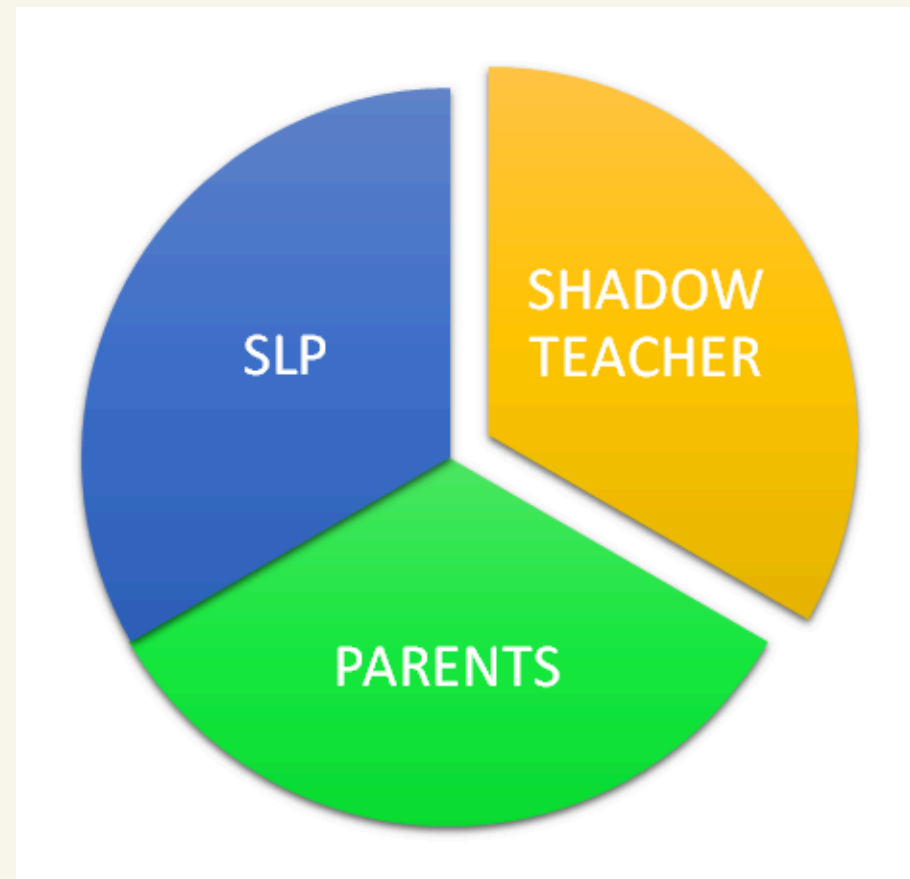


Commited



Teachibility

**EDUCATION ASSISTANT IS THE
IMPORTANT PART OF THE TEAM
whatever concepts or targets that
are being focused on in school, at
therapy or at home.**



COLLABARATION WITH FAMILY

- Take your students feedbacks everyweek from parents.
- Observation of the family is important to get the special needs of your student.
- What are his/her abilities what are the ones that you have to deal with
- Give motivation to the parents about growing gradually.



COLLABARATION WITH THERAPIST

- What is your student's language level?
- What is the growth plan for the term?
- What are the progression steps?
- At least once a month you should get in contact with the therapist of your student.



•Collabroration with parents and therapist gives you chance to check your weekly program and what I did, what I should.

TO DO (PLANS ABOUT SLP)	DOING (ON PROGRESS)	DONE (WE ACHIVE THIS GOALS)

HOW TO HELP?

GENERAL STRATEGIES

SPEECH DELAY

PRONUNCIATION

COMMUNICATION SKILLS

FLUENCY



Stimulating Communications

Monitor yourself and evaluate time
to time if you have these skills

General principles for sitimulation

- 1 get face to face, get down to the child's physical level
- 2 Slow down the rate of speech
- 3 Wait
- 4 Take equal communication turns

How to grow language for a student with speech delay?



1

MIRROR YOUR STUDENT'S LANGUAGE.

2

REPEAT and EXPAND YOUR STUDENT'S LANGUAGE.

3

USE SERVE AND RETURN INTERACTIONS TO EXPAND YOUR STUDENT'S LANGUAGE

4

INCREASE COMMUNICATION TEMPTATIONS

How to improve pronunciation



Articulation practices

Teach the sound by
itself. (prompt
technique)

Help your student
practice the accurate
sound at the syllable
level.

Assist your student to
practice the sound at
word level

Assist your student
to practice at a
phrase level

Assist your student to
practice the sound at
the sentence level

Practice the sound at the
conversation level.

How to improve fluency?



Modeling strategies.



1

Avoid asking too many questions.

2

Avoid demanding too much and making pressure

3

Maintain a calm atmosphere

4

Keep eye contact when communicating

5

Use a slow rate of speech

6

Give pauses between phrases.

HOW TO IMPROVE COMMUNICATION SKILLS?



What are Communication Disorders?

- A student with communication disorders will find it difficult to interact at school, as they have persistent problems with language, speech, and hearing. These disorders can range from stuttering and autism spectrum disorders to sensory ailments like blindness and deafness, and can vary greatly from child to child.

GROWTH FROM BASIC TO HARD...

- 1 Teaching the child social greetings and using simple polite terms.
- 2 Prompting the child to participate in class recitations
- 3 Physically/verbally prompting the child to join in the play.
- 4 Assisting the teacher in socializing the child in group activities.
- 5 Guiding the child in participating actively in programs and school organizations



Thank you for
participating!

